California Content Standards

Community Action Activities	Activity CA.1: Marine Debris: It's Everywhere	Activity CA.2: Searching Out Nonpoint Sources of Pollution	Activity CA.3: Clean Shorelines, Clean Oceans: Shoreline Cleanup	Activity CA.4: Preventing Pollution at the Source
Science Content Standards				
3.LS.3.c Students know living things cause changes in the environment in which they live: some of these changes are detrimental to the organism or other organism, and some are beneficial.	●	●	●	
3.IE.5.c Use numerical data in describing and comparing objects, events, and measurements			●	
3.IE.5.d Predict the outcome of a simple investigation and compare the result with the prediction.			●	
3.IE.5.e Collect data in an investigation and analyze those data to develop a logical conclusion.			●	
4.IE.6.c Formulate and justify predictions based on cause-and-effect relationships.			When used in conjunction with 4th Grade chapter activities (see NOTE)	
4.IE.6.e Construct and interpret graphs from measurements.			When used in conjunction with 4th Grade chapter activities (see NOTE)	
4.IE.6.f Follow a set of written instructions for a scientific investigation.			When used in conjunction with 4th Grade chapter activities (see NOTE)	

5.IE.6.g Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those data.			When used in conjunction with 5th Grade chapter activities (see NOTE)	
6.Resources.6.c Students know the natural origin of the materials used to make common objects			●	
6.IE.7.a Develop a hypothesis			●	
6.IE.7.c Construct appropriate graphs from data and develop qualitative statements about the relationships between variables.			●	
Biology/Life Sciences Ecology 6.b Students know how to analyze changes in an ecosystem resulting from changes in climate, human activity, introduction of nonnative species, or changes in population size.	●	●	●	●
High School Investigation and Experimentation 1.d Formulate explanations by using logic and evidence.			●	
High School Investigation and Experimentation 1.h Read and interpret topographic and geologic maps		Choose topographic maps for activity		
High School Investigation and Experimentation 1.m Investigate a science-based societal issue by researching the literature, analyzing				●

data, and communicating the findings.				
NOTES:	4th Grade Science: Use this activity to supplement and reinforce activities from the 4th grade chapter. Could marine debris reach the ocean in the same manner that Sandy does in "Sandy's Journey to the Sea?" Would marine debris act in a similar way to the sand in "Beach in a Pan?" Are there any plastic pieces in the sand samples examined in 4.2? 5th Grade Science: Use this activity to supplement and reinforce activities from the 5th grade chapter, particularly 5.2 and 5.3. (Addressing sources/destination of water supply, and the concept of watershed.) 7th Grade Science: Use this activity to supplement and reinforce activities from the 7th grade chapter, particularly 7.1. Are any special status species being impacted by marine debris? 8th Grade Science: Use this activity to supplement and reinforce activity 8.2, addressing plastic debris buoyancy and how that impacts the	5th Grade Science: Use this activity to supplement and reinforce activities from the 5th grade chapter, particularly 5.2 and 5.3. (Addressing sources/destination of water supply, and the concept of watershed. Use a topographic map for CA2.) 7th Grade Science: Use this activity to supplement and reinforce activities from the 7th grade chapter, particularly 7.1. Are any special status species being impacted by non-point source pollution?	4th Grade Science: Use this activity to supplement and reinforce activities from the 4th grade chapter. Could marine debris reach the ocean in the same manner that Sandy does in "Sandy's Journey to the Sea?" Would marine debris act in a similar way to the sand in "Beach in a Pan?" Are there any plastic pieces in the sand samples examined in 4.2? Collect a small sample of sand during your beach cleanup for further examination in class. 5th Grade Science: Use this activity to supplement and reinforce activities from the 5th grade chapter, particularly 5.2 and 5.3. (Addressing sources/destination of water supply, and the concept of watershed.) 6th Grade Science: Use this activity to supplement and reinforce activities from the 6th grade chapter, addressing seasonal and current-driven movement of sand along the coast. How might marine debris act in a similar way to sand? What time of year might you expect to find the most debris on a beach? Combine a	5th Grade Science: Use this activity to supplement and reinforce activities from the 5th grade chapter, particularly 5.2 and 5.3. (Addressing sources/destination of water supply, and the concept of watershed.) 7th Grade Science: Use this activity to supplement and reinforce activities from the 7th grade chapter, particularly 7.1. Will your solution help protect a particular species? 8th Grade Science: Use this activity to supplement and reinforce activity 8.2, addressing plastic debris buoyancy and how that impacts how the debris affects different species. Will your solution help protect a particular species?

	way debris affects different species.		cleanup with a beach profiling activity (6.1). 7th Grade Science: Use this activity to supplement and reinforce activities from the 7th grade chapter, particularly 7.1. Are any special status species being impacted by marine debris? 8th Grade Science: Use this activity to supplement and reinforce activity 8.2, addressing plastic debris buoyancy and how that impacts how debris affects different species.	
Common Core Mathematics				
3. MD.3			●	
Common Core English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects				
SL.1 (Across grades)	●		●	●
SL.4 (Across grades)			●	
W.2 (Across grades)	●		Extension #3	●